

## Our Art Intent

Our goal for Art and Design education is that children are able to use their creativity to interpret and respond to the world around them, by developing:

- proficiency with art and design skills and techniques;
- understanding of the history of art;
- and the ability to use their skills and imagination to create and express themselves through art.

## Our Art Implementation

Christ Church uses a variety of teaching and learning styles in Art lessons. The principal aim is to develop children to engage, progress, enjoy and express themselves through a variety of art forms, to explore values, attitudes, feelings, and meanings.

- Provide an arts curriculum of quality, range, and depth.
- Provide opportunities for cross-curricular work.
- Provide opportunities for pupils to learn about the arts of diverse cultures.
- Provide opportunities to develop self-esteem, confidence, and maturity through participation in the arts.
- Ensure that arts teachers have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with developments in the arts.
- Provide Gifted and Talented children to develop their skills further. Develop children's interest in and ability to create, appreciate and make critical judgements about artworks.
- Give all pupils opportunities to observe, plan, design, complete and perform/exhibit in a range of artforms.
- Encourage pupils to work as individuals and in groups to share arts experiences and present artworks to others.

## Christ Church Artists will ...

Talk of the love of art.

Respond to ideas and starting points.

Explore ideas and collect visual information.

Explore different methods and materials as ideas develop.

Understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

use inspiration from famous artists to replicate a piece of work.

Reflect upon their work inspired by a famous notable artist and the development of their art skills.

Express an opinion on the work of famous, notable artists and refer to techniques and effect.

### Our Design and Technology Intent

Our Design and Technology curriculum is based on the National Curriculum and will allow children to develop a range of necessary life skills. We aim to encourage children to become autonomous and creative problem solvers, both as individuals and as part of a team. The specific skills of design, make and evaluate, and improve alongside technical knowledge and cooking and nutrition all underpin our curriculum design and priorities. Our pupils will develop their subject knowledge alongside learning life-long practical skills. Children will learn to be ambitious in their designs whilst also being resilient in the making and creating process. Design and Technology at Christ Church prepares children to take part in the development of today's rapidly changing world.

### Our Design and Technology Implementation

Christ Church uses a variety of teaching and learning styles in Design and Technology lessons. The principal aim is to develop children's knowledge, skills and understanding in the subject. Teachers are consistent in ensuring that children apply their knowledge and understanding when developing ideas, planning, and making products and then evaluating them for further improvement. This is completed through a mixture of whole class teaching and individual/group activities. Within lessons, we give children the opportunity to work both on their own and to collaborate with others, listening to other children's ideas. Children have the opportunity to use a wide range of materials and resources, including ICT to support them with their learning. The skills of Design and Technology are planned and taught through the current topic. We plan activities to build upon the prior learning of children and ensure that children of all abilities are given the opportunity to develop their skills, knowledge and understanding.

### Christ Church Designers will ...

Talk of a love of Design and Technology.  
Be ambitious and creative in their design process.  
Be brave and resilient when faced with challenge.  
Know how design and technology can be used in everyday life.  
Talk about their design and be excited to improve this following feedback.  
Develop the creative, technical, and practical expertise needed to design, make, and evaluate their product.  
Understand and apply the principles of nutrition and learn how to cook.  
Talk of a love of cooking.

### Nursery – Art and Design and Technology

Term	Physical Development	Understanding of the World	Expressive Art and Design	Vocabulary
------	----------------------	----------------------------	---------------------------	------------

Autumn Spring Summer	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	Explore how things work.	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>pencil, crayon, paint, ink, chalk, paintbrush, pastel, roll, rub, press, dots, lines, shapes, paper, straw, card, clay, repeat, overlap, cut, tear, glue, sort, materials</p> <p>portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>
----------------------------	---	--------------------------	---	---

Reception – Art and Design and Technology			
Term	Physical Development	Expressive Art and Design	Vocabulary
Autumn Spring	<p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination, and agility.</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources, and skills.</p>	<p>pencil, crayon, paint, ink, chalk, paintbrush, pastel, roll, rub, press, dots, lines, shapes, paper, straw, card, clay, repeat, overlap, cut, tear, glue, sort, materials</p>

	Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)
Summer ELG	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing	Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and functions. Share their creations, explaining the process they have used.	

### By the end of year EYFS pupils in Art and Design ...

#### Artists

#### Drawing

- Can ch use different media to name, match and draw horizontal/vertical lines and circles?
- Are ch able to draw a representation of an event, person or object and talk about what they have done?

#### Painting

- Can children talk about differences in colours they see in the environment?
- Are ch able to choose colours to paint a picture on different media and with different equipment?

#### Printing

- Are ch able to print using a range of manmade and natural objects or their own bodies?

#### Collage

- Can children select their own materials and stick them down to create a picture?

#### Textiles

- Can ch describe the colour and feel of different materials?

#### Sculpture /3D Work

- Can ch make a sculpture from junk modelling resources?

#### Exploring and Developing Ideas

- Can children use their skills and explore concepts and ideas through their representations?
- With support can children think about what they want to make, the process that might be involved and the materials they would need?

#### Evaluating and Developing Work

- Can children talk about what their work means to them.

### Year 1 (1<sup>st</sup> Year Cycle) – Autumn 1 – Design and Technology: Cooking and Nutrition

Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use the basic principles of a healthy and varied diet to prepare dishes</li> <li>To understand where food comes from.</li> </ul>	<p>Understand where food comes from. Group familiar food products e.g., fruit and vegetables. Cut ingredients safely. Prepare simple dishes-safely and hygienically-without using a heat source.</p> <p><b>Make a fruit salad</b></p>	<p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g., soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p>	<p>Fruit – strawberries, grapes, banana Knives Chopping boards</p>

### Year 1 (1<sup>st</sup> Year Cycle) – Autumn 2 – Art: Textiles

Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Cut and shape fabric using scissors/snips Apply shapes by glue or by stitching Create fabrics by weaving materials Match and sort fabrics and threads for colour, texture, length, size, and shape Apply decoration using beads, buttons, feathers etc. Apply colour with printing or fabric crayons</p> <p><b>Make paper weaving Christmas cards</b> <b>Victorian weaving linked to Bury textile mills</b> <b>Michael Crompton (Radcliffe)</b></p>	<p>repeat, overlap, cut, tear, glue, sort, materials portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Paper strips Fabric glue Card looms/wooden looms for group work</p>

### Year 1 (1<sup>st</sup> Year Cycle) – Spring 1 – Art: Sculpture

Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Manipulate malleable materials</p> <p>Understand the safety and basic care of materials and tools</p> <p>Explore sculpture with a range of malleable media</p> <p>Experiment with constructing and joining recycled, natural, and manmade materials</p> <p><b>Make an Innuitt igloo using clay and add texture by marking out the ice blocks with tools.</b></p>	<p>roll, rub, press, dots, lines, shapes, paper, straw, card, clay, repeat,</p>	<p>Plasticine</p> <p>Play dough</p> <p>Salt dough</p> <p>Clay</p> <p>Rolling boards and tools</p> <p>Variety of junk</p> <p>PVA/Marvin Medium</p>

### Year 1 (1<sup>st</sup> Year Cycle) – Spring 2 – Design and Technology: Technical Knowledge

Knowledge	Skills	Vocabulary	Resources
<p>To build structures, exploring how they can be made stronger, stiffer, and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels, and axles], in their products.</p>	<p>Mark out materials to be cut using a template.</p> <p>Attach wheels to chassis using an axle.</p> <p>With support cut strip wood/dowel using a hacksaw.</p> <p>Make vehicles with construction kits which contain free running wheels.</p> <p><b>Megastructure of London Bridge</b></p>	<p>slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards</p>	<p>Cardboard</p> <p>Paper</p> <p>Cellotape</p> <p>Scissors</p> <p>Lever</p>

### Year 1 (1<sup>st</sup> Year Cycle) – Summer 1 – Art: Printing

Knowledge	Skills	Vocabulary	Resources
-----------	--------	------------	-----------

<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Print with a range of soft and hard material</p> <p>Build repeating patterns and recognise patterns in the environment</p> <p>Introduce mono printing with rollers</p> <p><b>Rangoli Patterns</b></p>	<p>roll, rub, press, dots, lines, shapes, paper, straw, card, repeat, overlap, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Papers</p> <p>Paint/Printing Paint</p> <p>Rollers</p> <p>Trays</p>
--	--	---	---

### Year 1 (1<sup>st</sup> Year Cycle) – Summer 2 – Design and Technology: Design, Make, and Evaluate

Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>To generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics</li> <li>To explore and evaluate a range of existing products</li> <li>To evaluate their ideas and products against design criteria</li> </ul>	<p>Explain what they are making and which materials they are using.</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Use pictures and words to convey what they want to make.</p> <p>Make products, using a range of tools to cut, shape, join and finish.</p> <p>Say what they like and do not like about their product and explain why.</p> <p>Talk about how closely their finished product meets their design criteria.</p> <p>Begin to use software to represent 2D designs.</p> <p><b>Design and make a toy</b></p>	<p>planning, investigating design, evaluate, make, user, purpose, ideas, product</p>	<p>Glue</p> <p>Cellotape</p> <p>Card</p> <p>Cardboard</p> <p>Boxes</p> <p>Paper</p> <p>Paint</p> <p>Felt tips</p>

### Year 1 (2nd Year Cycle) – Autumn 1 – Art: Drawing

Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> </ul>	<p>Experiment with a variety of media; pencils, rubbers, crayons, felt tips, charcoal and chalk</p>	<p>pencil, crayon, paint, ink, chalk, paintbrush, pastel</p>	<p>Pencils hard and soft</p> <p>Coloured pencils</p> <p>Charcoal</p>

<ul style="list-style-type: none"> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Draw on different surfaces with a range of media</p> <p>Observe and draw shapes from observations</p> <p>Name, match and draw lines/marks from observations</p> <p>Investigate tone by drawing light/dark marks</p> <p>Investigate textures by describing, naming, rubbing, and copying</p> <p><b>Drawings of Florence Nightingale</b></p>	<p>portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Chalk Pastels</p>
--	---	--	--------------------------

Year 1 (2 <sup>nd</sup> Year Cycle) – Autumn 2 – Design and Technology: Technical Knowledge			
Knowledge	Skills	Vocabulary	Resources
<p>To build structures, exploring how they can be made stronger, stiffer, and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels, and axles], in their products.</p>	<p>Mark out materials to be cut using a template.</p> <p>Attach wheels to chassis using an axle.</p> <p>With support cut strip wood/dowel using a hacksaw.</p> <p>Make vehicles with construction kits which contain free running wheels.</p> <p><b>Moon Buggies</b></p>	<p>slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards</p>	<p>Cardboard Paper Cellotape Scissors Split pins</p>

Year 1 (2 <sup>nd</sup> Year Cycle) – Spring 1 – Art: Collage			
Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Create images from a variety of media</p> <p>Fold, crumple, tear and overlap papers</p> <p>Create and arrange shapes appropriately</p> <p>Work on different scales</p> <p>Arrange and glue materials to different backgrounds</p> <p><b>Collage of the Great Fire of London</b></p>	<p>lines, shapes, paper, straw, card, clay, repeat, overlap, cut, tear, glue, sort, materials</p> <p>portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Magazines Newspaper PVA glue Variety of papers-tissue, crepe, card and coloured. Selection of collage materials from central resources for children to choose from.</p>



### Year 1 (2<sup>nd</sup> Year Cycle) – Spring 2 – Art: Painting

Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Use brushes of different size and type Explore the relationships between colours Look for colours in images and artefacts Work on different scales Identify the primary colours by name Use a simple graphics package to create images and effects-focus on the eraser and pen</p> <p><b>Painting of the Great Fire of London</b></p>	<p>paint, paintbrush, lines, shapes, paper portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Medium brushes long and short handled Poster paints pallet Variety of paper of different colours and textures. Sponges</p>

### Year 1 (2<sup>nd</sup> Year Cycle) – Summer 1 – Design and Technology: Cooking and Nutrition

Knowledge	Skills	Vocabulary	Resources
<p>To use the basic principles of a healthy and varied diet to prepare dishes</p> <p>To understand where food comes from.</p>	<p>Understand where food comes from. Group familiar food products e.g., fruit and vegetables. Cut ingredients safely. Prepare simple dishes-safely and hygienically-without using a heat source.</p> <p><b>Make Eccles cakes</b></p>	<p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g., soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p>	<p>Mixing bowls Scales Flour Raisins Butter Sugar</p>

### Year 1 (2<sup>nd</sup> Year Cycle) – Summer 2 – Design and Technology: Design, Make, and Evaluate

Knowledge	Skills	Vocabulary	Resources
-----------	--------	------------	-----------

<ul style="list-style-type: none"> <li>To design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>To generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics</li> <li>To explore and evaluate a range of existing products</li> <li>To evaluate their ideas and products against design criteria</li> </ul>	<p>Explain what they are making and which materials they are using.</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Use pictures and words to convey what they want to make.</p> <p>Make products, using a range of tools to cut, shape, join and finish.</p> <p>Say what they like and do not like about their product and explain why.</p> <p>Talk about how closely their finished product meets their design criteria.</p> <p>Begin to use software to represent 2D designs</p> <p><b>Textile fish</b></p>	<p>planning, investigating design, evaluate, make, user, purpose, ideas, product</p>	<p>Felt Thread</p>
---	--	--	--------------------

### By the end of year 1 pupils in Art and Design ...

#### Artists

##### Drawing

- Are able to use different media to name match and draw lines or marks from observation?

##### Painting

- Are able to name the primary colours and discuss them in other paintings?

##### Printing

- Are able to use rollers or different materials to make repeating patterns or an over print?

##### Collage

- Are able to arrange and glue different media to create an image?
- Can children select their own materials and fold, crumple, or tear to overlap?

##### Textiles

- Can cut, shape or match materials within their work?
- Can create a simple basket weave creation?

##### Sculpture Work

- Can make a sculpture by rolling and kneading malleable material or joining recycled materials?

##### Exploring and Developing Ideas

- Can children record and explore ideas from first hand observations?
- Can children name a talk about the work of two artists or craftsman that they have learnt about?

#### Evaluating and Developing Work

- Can children review what they and others have done and say what they think and feel about it?

#### Designers

##### Design, Make and Evaluate

- Are able to design a product with a clear purpose.
- Are able to make their product using their design and a range of tools.
- Are able to evaluate their product to say what they like and do not like.

##### Technical knowledge

- Are able to build a structure and explain how to make it stronger and more stable.
- Are able to explore and use mechanisms in their products.

##### Cooking and Nutrition

- Know where food comes from.
- Group familiar food products.
- Cut ingredients safely and prepare simple dishes without a heat source.

### Year 2

#### **Year 2 (1<sup>st</sup> Year Cycle) – Autumn 1 – Design and Technology: Cooking and Nutrition**

Knowledge	Skills	Vocabulary	Resources
To use the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from.	Group foods into the five groups in The Eatwell Plate. Cut, grate or peel ingredients safely. Prepare simple dishes-safely and hygienically-without using a heat source. Measure or weigh using cups or electronic scales.  <b>Make a fruit salad</b>	fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g., soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients	Scales Fruit – strawberries, grapes, banana Knives Chopping boards

## Year 2 (1<sup>st</sup> Year Cycle) - Autumn 2 – Art: Textiles

Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Cut and shape fabric using scissors/snips Apply shapes by glue or by stitching Create fabrics by weaving materials Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Create cords and plaits for decoration Create and use dyes i.e., onion skins, tea, coffee Create fabrics by weaving materials i.e., grass, paper <b>Make paper weaving Christmas cards</b> <b>Victorian weaving linked to Bury textile mills</b> <b>Michael Crompton (Radcliffe)</b></p>	<p>lines, shapes, paper, straw, card, clay, repeat, overlap, cut, tear, glue, sort, materials portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Wools and silks Ribbons Braids Dye and Fabrics Paper strips Fabric glue Card looms/wooden looms for group work</p>

## Year 2 (1<sup>st</sup> Year Cycle) - Spring 1 – Art: Sculpture

Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Manipulate malleable materials Understand the safety and basic care of materials and tools Y2- Use simple 2D shapes to create a 3D form Change the surface of a malleable material e.g., build a textured tile Make an Inuit igloo using clay and add texture by marking out the ice blocks with tools.  <b>Inuit Igloo</b></p>	<p>roll, rub, press, dots, lines, shapes, materials foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Plasticine Play dough Salt dough Clay Rolling boards and tools Variety of junk PVA/Marvin Medium</p>

### Year 2 (1<sup>st</sup> Year Cycle) - Spring 2– Design and Technology: Technical Knowledge

Knowledge	Skills	Vocabulary	Resources
<p>To build structures, exploring how they can be made stronger, stiffer, and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels, and axles], in their products.</p>	<p>Use a range of materials to create models with wheels and axles e.g., tubes, dowel, and cotton reels.</p> <p>Use materials to practice drilling, screwing, nailing, and gluing to strengthen products.</p> <p><b>Megastructure of London Bridge</b></p>	<p>vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used</p>	<p>Cardboard Paper Cellotape Scissors Split pins</p>

### Year 2 (1<sup>st</sup> Year Cycle) Summer 1– Art: Printing

Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Roll printing ink over found objects to create patterns</p> <p>Build repeating patterns and recognise patterns in the environment</p> <p><b>Rangoli Patterns</b></p>	<p>line sketch shade, blur, smudge tone, movement, pattern (repeated / random), reflection</p>	<p>Classroom objects Papers Paint/Printing Paint Rollers Trays</p>

### Year 2 (1<sup>st</sup> Year Cycle) Summer 2 - Design and Technology: Design, Make and Evaluate

Knowledge	Skills	Vocabulary	Resources
-----------	--------	------------	-----------

<p>To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics</p> <p>To explore and evaluate a range of existing products</p> <p>To evaluate their ideas and products against design criteria</p>	<p>Explain what they are making and which materials they are using.</p> <p>-Design products that have a clear purpose and an intended user.</p> <p>-Use pictures and words to convey what they want to make.</p> <p>-Make products, using a range of tools to cut, shape, join and finish.</p> <p>-Say what they like and do not like about their product and explain why.</p> <p>-Talk about how closely their finished product meets their design criteria.</p> <p>-Begin to use software to represent 2D designs.</p> <p><b>Design and make a toy</b></p>	<p>investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>	<p>Glue</p> <p>Cellotape</p> <p>Card</p> <p>Cardboard</p> <p>Boxes</p> <p>Paper</p> <p>Paint</p> <p>Felt tips</p>
--	--	--	---

Year 2 (2nd Year Cycle) – Autumn 1 – Art: Drawing			
Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Experiment with a variety of media; pencils, rubbers, crayons, felt tips, charcoal and chalk</p> <p>Draw on different surfaces with a range of media</p> <p>Observe and draw shapes from observations</p> <p>Control the types of marks made with the range of media</p> <p>Invent new lines</p> <p>Draw shapes in between objects</p> <p>Invent new shapes</p> <p>Investigate tone by drawing light/dark patterns and shapes</p> <p><b>Drawings of Florence Nightingale</b></p>	<p>hue, line sketch</p> <p>shade, blur, smudge tone, movement, pattern (repeated / random), reflection</p>	<p>Pencils hard and soft</p> <p>Coloured pencils</p> <p>Charcoal</p> <p>Chalk</p> <p>Pastels</p>

## Year 2 (2<sup>nd</sup> Year Cycle) – Autumn 2 – Design and Technology: Technical Knowledge

Knowledge	Skills	Vocabulary	Resources
<p>To build structures, exploring how they can be made stronger, stiffer, and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels, and axles], in their products.</p>	<p>Use a range of materials to create models with wheels and axles e.g., tubes, dowel, and cotton reels.</p> <p>Use materials to practice drilling, screwing, nailing, and gluing to strengthen products.</p> <p><b>Moon Buggies</b></p>	<p>vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used</p>	<p>Cardboard Paper Cellotape Scissors Split pins</p>

## Year 2 (2<sup>nd</sup> Year Cycle) – Spring 1 – Art: Collage

Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Create images from a variety of media Fold, crumple, tear and overlap papers Create and arrange shapes appropriately Work on different scales Sort and group materials for different purposes e.g., colour, texture Collect, sort, name, match colours appropriate for an image <b>Collage of the Great Fire of London</b></p>	<p>repeat, overlap, cut, tear, glue, sort, materials portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Magazines Newspapers PVA glue Variety of papers-tissue, crepe, card and coloured. Selection of collage materials from central resources for children to choose from.</p>

## Year 2 (2<sup>nd</sup> Year Cycle) – Spring 2 – Art: Painting

Knowledge	Skills	Vocabulary	Resources
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination</li> </ul>	<p>Use brushes of different size and type Explore the relationships between colours Look for colours in images and artefacts Work on different scales Create secondary colours</p>	<p>tone, colour wheel, primary colours, cool, warm, neutral, complimentary, colour-mix,</p>	<p>Medium brushes long and short handled Poster paints pallet Variety of paper of different colours and textures.</p>

<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Mix white and black with secondary colours to create tones</p> <p>Use these newly made colours in compositions and experiment with overlapping and mixing media</p> <p>Use a simple graphics package to create images and effects- focus on the fill tool</p> <p><b>Painting of the Great Fire of London</b></p>		Sponges
--	---	--	---------

### Year 2 (2<sup>nd</sup> Year Cycle) – Summer 1 – Design and Technology: Cooking and Nutrition

Knowledge	Skills	Vocabulary	Resources
<p>To use the basic principles of a healthy and varied diet to prepare dishes</p> <p>To understand where food comes from.</p>	<p>Group foods into the five groups in The Eatwell Plate.</p> <p>Cut, grate or peel ingredients safely.</p> <p>Prepare simple dishes-safely and hygienically-without using a heat source.</p> <p>Measure or weigh using cups or electronic scales.</p> <p><b>Make Eccles cakes</b></p>	<p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g., soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p>	<p>Mixing bowls</p> <p>Scales</p> <p>Flour</p> <p>Raisins</p> <p>Butter</p> <p>Sugar</p>

### Year 2 (2<sup>nd</sup> Year Cycle) – Summer 2 – Design and Technology: Design, Make, and Evaluate

Knowledge	Skills	Vocabulary	Resources
<p>To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing]</p>	<p>Explain what they are making and which materials they are using.</p> <p>-Design products that have a clear purpose and an intended user.</p> <p>-Use pictures and words to convey what they want to make.</p> <p>-Make products, using a range of tools to cut, shape, join and finish.</p> <p>-Say what they like and do not like about their product and explain why.</p> <p>-Talk about how closely their finished product meets their design criteria.</p>	<p>investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>	<p>Felt</p> <p>Thread</p>



<p>Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics</p> <p>To explore and evaluate a range of existing products</p> <p>To evaluate their ideas and products against design criteria</p>	<p>-Begin to use software to represent 2D designs.</p> <p><b>Textile fish</b></p>		
--	---	--	--

### By the end of year 2 pupils in Art and Design...

#### Artists

##### Drawing

- Are ch able to experiment with tone by drawing dark and light patterns or shapes?

##### Painting

- Are ch able to explain how to make the main secondary colours?
- Can ch create tones and comment on their uses in artists work?

##### Printing

- Are ch able to create printing blocks and use printing ink to create patterns?

##### Collage

- Are ch able to sort and group materials according to properties?
- Can children carefully arrange different media to create an image?

##### Textiles

- Can ch create their own fabric from a range of materials through different weaving techniques?

##### Sculpture/3D

- Can ch make a textured tile by changing the surface of a material?

##### Exploring and Developing Ideas

- Can children ask and answer questions about the starting points for their work?
- Can name and discuss the work of two new artists/crafts people and compare them to those learnt in year 1?

##### Evaluating and Developing Work

- Can children identify what they might change in their current work or develop in future work?

#### Designers

##### Design, Make, and Evaluate

- Are able to design a purposeful and functional product based on design criteria.
- Can make products using a range of tools to cut, shape, join and finish.

- Can talk closely about how their finished product meets their design criteria.

#### Technical Knowledge

- Can use a range of materials to create models with wheels and axles.
- Can use materials to practise drilling, screwing, nailing, and gluing to strengthen products.

#### Cooking and Nutrition

- Can measure or weigh their ingredients.
- Can group foods into the five groups in the Eatwell Plate.
- Can prepare simple dishes safely.

### Year 3

#### Year 3 – Autumn 1 - Art: Textiles

Knowledge	Skills	Vocabulary	Resources
<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p>	<p>Develop skills in stitching, cutting, and joining</p> <p>Use a variety of techniques, e.g., printing, dyeing, weaving, and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting, and joining</p> <p><b>Weaving</b></p>	<p>lines, shapes, paper, straw, card, clay, repeat, overlap, cut, tear, glue, sort, materials</p> <p>portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)</p>	<p>Variety of fabrics (felt, net, ribbon, Hessian)</p> <p>Yarns and threads, medium needles</p>

#### Year 3 – Autumn 2 - Design and Technology: Technical Knowledge

Knowledge	Skills	Vocabulary	Resources
-----------	--------	------------	-----------

To build structures, exploring how they can be made stronger, stiffer, and more stable To explore and use mechanisms [for example, levers, sliders, wheels, and axles], in their products.	Create series circuits.  Strengthen frames using diagonal struts.  Begin to use mechanical systems in their products e.g., gears, pulleys, and levers.	mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating	Cardboard Glue Split pins Draw strings Cellotape Card Paper Scissors
---	--	---	---

Year 3 – Spring 1 - Art: Collage			
Knowledge	Skills	Vocabulary	Resources
To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history.	Select and arrange materials for a striking effect. Cut accurately and overlap materials. Create a mosaic	repeat, overlap, cut, tear, glue, sort, materials portrait, landscape, background, foreground, (straight / wavy / sharp / thick / thin etc)	papers-tissue, crepe, card Selection from central collage resource Fabric

Year 3 – Spring 2 - Design and Technology: Design, Make, Evaluate, and Improve			
Knowledge	Skills	Vocabulary	Resources
To design purposeful, functional, appealing products for themselves and other users based on design criteria	Investigate existing products, including drawing them to analyse and understand how they are made.	user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing,	Paint Cardboard Glue Paper

<p>To generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics</p> <p>To explore and evaluate a range of existing products</p> <p>To evaluate their ideas and products against design criteria</p>	<p>Plan a sequence of actions to make a product.</p> <p>Develop more than one design.</p> <p>Develop prototypes.</p> <p>Generate designs with annotated sketches and computer-aided design (CAD) where appropriate.</p> <p>Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>Identify strengths and weaknesses of their design ideas.</p> <p>Talk about how closely their finished product meets their design criteria and meets the need of the user.</p> <p><b>Roman Shields</b></p>	<p>function, planning, design criteria, annotated sketch, appealing</p>	<p>Pencils</p> <p>Scissors</p> <p>Split pins</p>
--	---	---	--

Year 3 – Summer 1 - Art: Painting			
Knowledge	Skills	Vocabulary	Resources
<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in</p>	<p>Experiment with different effects and textures inc. blocking in colour, Work on a range of scales e.g., thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Use more specific colour language and mix/use tints and shades</p>	<p>tone, colour wheel, primary colours, cool, warm, neutral, complimentary, colour-mix,</p>	<p>Medium/fine brushes Poster paint pallets</p> <p>Variety of paper</p>

history.			
----------	--	--	--

Year 3 – Summer 2 - Design and Technology: Cooking and Nutrition			
Knowledge	Skills	Vocabulary	Resources
<p>To use the basic principles of a healthy and varied diet to prepare dishes</p> <p>To understand where food comes from.</p>	<p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>Know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.</p> <p>Measure and weigh ingredients appropriately.</p> <p>Follow a recipe.</p> <p><b>Scones/ Eccles Cakes</b></p>	<p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>	<p>Scales</p> <p>Oven</p> <p>Flour</p> <p>Butter</p> <p>Sugar</p> <p>Eggs</p> <p>Raisins</p>
Year 4 Genre -			

By the end of year 3 pupils in Art and Design...
<p><b>Artists</b></p> <p>Textiles</p> <ul style="list-style-type: none"> <li>Children can use a running stitch to join a piece of material.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>Children can overlap and layer material to make a collage.</li> <li>Can use collage to gather ideas and vocabulary for a piece of work.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>Can create textured effects with paint.</li> <li>Can use vocabulary mix, tint and shade when discussing their own or others work.</li> </ul>

## Designers

### Design, Make and Evaluate

- Can investigate existing products and understand how they are made.
- Can develop their design skills further by developing prototypes.
- Can confidently identify strengths and weaknesses in their design ideas.

### Technical Knowledge

- Are able to create series circuits.
- Are beginning to use mechanical systems in their products.

### Cooking and Nutrition

- Can follow a recipe.
- Can measure and weigh ingredients appropriately.

## Year 4 – Autumn 1 - Art: Drawing

Knowledge	Skills	Vocabulary	Scientific enquiry
<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p>	<p>Make marks and lines with a wide range of drawing implements e.g., charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Show an awareness of objects having a third dimension</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way</p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>	<p>hatching, cross hatching, painting, drawing, sculpture, collage, textiles, printing, digital media, multimedia, clay, acrylics, focal point, design, depth, space, negative space, scale, proportion, shape, form, balance</p>	<p>Graded pencils</p> <p>Water soluble pencils</p> <p>Graphite sticks</p> <p>Charcoal Pastels</p> <p>Oil Pastels</p> <p>Felt tips</p> <p>Sketch books</p>

Year 4 – Autumn 2 - Art: Sculpture			
Knowledge	Skills	Vocabulary	Resources
<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p>	<p>Include texture that conveys feelings, expression, or movement.</p> <p>Add materials to provide interesting detail.</p> <p>Plan, design and make models from observation or imagination</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3D object</p>	<p>hatching, cross hatching, painting, drawing, sculpture, collage, textiles, printing, digital media, multimedia, clay, acrylics, focal point, design, depth, space, negative space, scale, proportion, shape, form, balance</p>	<p>Paper</p> <p>Glue</p> <p>Balloons</p> <p>Clay</p> <p>Carving tools</p>

Year 4 – Spring 1 - Design and Technology: Design, Make, Evaluate, and Improve			
Knowledge	Skills	Vocabulary	Resources
<p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately</p>	<p>Investigate existing products, including drawing them to analyse and understand how they are made.</p> <p>Plan a sequence of actions to make a product.</p> <p>Develop more than one design.</p> <p>Develop prototypes.</p> <p>Generate designs with annotated sketches and computer-aided design (CAD) where appropriate.</p> <p>Refine work and techniques as work progresses, continually evaluating the product design.</p>	<p>evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations</p>	<p>Cardboard</p> <p>Paint</p> <p>Cellotape</p> <p>Split pins</p> <p>Card</p> <p>Paper</p> <p>Glue</p> <p>Scissors</p> <p>Art straws</p> <p>Lollypop sticks</p>

<p>To select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities</p> <p>To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Identify strengths and weaknesses of their design ideas.</p> <p>Talk about how closely their finished product meets their design criteria and meets the need of the user.</p> <p><b>Make a long boat</b></p>		
--	---	--	--

Year 4 – Spring 2 - Design and Technology: Cooking and Nutrition			
Knowledge	Skills	Vocabulary	Resources
<p>To understand and apply the principles of a healthy and varied diet</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed.</p>	<p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>Measure ingredients using scales.</p> <p>Prepare ingredients hygienically and using the appropriate utensils by following a recipe.</p> <p><b>Make biscuits</b></p>	<p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>	<p>Flour</p> <p>Milk</p> <p>Butter</p> <p>Sugar</p> <p>Eggs</p> <p>Icing</p> <p>Water</p> <p>Measuring equipment</p>

Year 4 – Summer 1 - Design and Technology: Technical Knowledge			
Knowledge	Skills	Vocabulary	Resources
<p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Create series and parallel circuits.</p> <p>Investigate how to make structures more stable e.g., by widening the base.</p>	<p>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb</p>	<p>Card</p> <p>Cardboard</p> <p>Cellotape</p>



<p>To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers, and linkages]</p> <p>To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers, and motors]</p> <p>To apply their understanding of computing to program, monitor and control their products</p>	<p>Understand and use mechanical structures in their products e.g., gears, pulleys, levers, and gears.</p> <p><b>Construct a bridge</b></p>	<p>holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device</p>	<p>Split pins String Pulleys Tubes Craft straws Paint</p>
---	---	--	---

Year 4 – Summer 2 - Art: Printing			
Knowledge	Skills	Vocabulary	Resources
<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p>	<p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p> <p>Make precise repeating patterns</p>	<p>hatching, cross hatching, painting, drawing, sculpture, collage, textiles, printing, digital media, multimedia, clay, acrylics, focal point, design, depth, space, negative space, scale, proportion, shape, form, balance</p>	<p>Roller's pallets Paint/printing inks Variety of media and or surfaces to print on.</p>

By the end of year 4 pupils in Art and Design...
<p><b>Artists</b></p> <p>Drawing</p>

- Can use hatching and cross hatching to create texture.
- Can use different grades of pencil.

#### Sculpture

- Can use papier mache to make a sculpture.
- Can use tools effectively.
- Can plan a sculpture.

#### Printing

- Can print using two colour overlays.
- Can create a repeating pattern
- Can use different media to create a printed pattern.

#### Designers

##### Design, Make and Evaluate

- Are able to use research to inform their design.
- Design a product using annotated sketches, prototypes, and computer-aided design (CAD) where appropriate.
- Can refine work and techniques as work progresses, continually evaluating the product design.

##### Technical Knowledge

- Can create series and parallel circuits.
- Are able to investigate how to make structures more stable.
- Understand and use mechanical structures in their products.

##### Cooking and Nutrition

- Prepare ingredients hygienically and using appropriate utensils.
- Can apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material.

### Year 5 Genre -

#### Year 5 – Autumn 1 - Art: Sculpture

Knowledge	Skills	Vocabulary	Resources
-----------	--------	------------	-----------

<p>Pupils should be taught to develop their techniques, including their control and them use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p>Use tools to carve add shapes, texture, and pattern s how life-like qualities and real-life proportions Shape, form, model and construct from observation or imagination Use recycled materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc, coils, slips, etc Produce intricate patterns and textures in a malleable media</p> <p><b>Egyptian Shabti</b></p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Card rollers, fabric paint, printing inks/paints, pallet trays, college materials, string.</p>
---	--	--	---

Year 5 – Autumn 2 - Design and Technology: Design, Make, Evaluate, and Improve			
Knowledge	Skills	Vocabulary	Resources
<p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Undertake research to inform design process. This may include surveys and interviews.</p> <p>Use prototypes, cross-sectional diagrams, exploded diagrams and CAD software to represent designs.</p> <p>Consider the views of others when evaluating their own work.</p> <p>Ensure products have a high-quality finish, using art skills where appropriate.</p>	<p>design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype</p>	<p>Cardboard Paint Scissors Pencils Paper Card Glue Cellotape Straws Plastic cartons</p>

<p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities</p> <p>To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Justify their decisions about materials and methods of construction.</p> <p>Make suggestions on how their design/product could be improved.</p> <p><b>The Great Exhibition</b></p>		
--	---	--	--

Year 5 – Spring 1 - Art: Painting			
Knowledge	Skills	Vocabulary	Resources
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including</p>	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones, and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Selection of brushes of different widths and thicknesses</p> <p>Paints-poster and acrylic</p> <p>Papers and pallets</p> <p>Collection of items to be used to paint with.</p>

drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.			
--	--	--	--

Year 5– Spring 2 - Art: Textiles			
Knowledge	Skills	Vocabulary	Resources
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p>Use fabrics to create 3D structures</p> <p>Experiment with batik techniques</p> <p>Use different grades of threads and needles</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Resources · Selection of fabrics of different colours, textures, and patterns. Threads, needles, fabric glue.</p>

**Year 5 – Summer 1 - Design and Technology: Technical Knowledge**

Knowledge	Skills	Vocabulary	Resources
<p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers, and linkages]</p> <p>To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers, and motors]</p> <p>To apply their understanding of computing to program, monitor and control their products.</p>	<p>Assemble or cook ingredients, controlling the temperature of the oven or hob if cooking.</p> <p>Measure accurately using different equipment.</p> <p>Create recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Understand the importance of correct storage and handling of ingredients.</p>	<p>pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output</p>	<p>Cardboard</p> <p>Pencils</p> <p>Pencil crayons</p> <p>Felt tips</p> <p>Cellotape</p> <p>Glue</p> <p>Scissors</p> <p>Card</p> <p>Paper</p> <p>Paint</p> <p>Split pins</p>

### Year 5 – Summer 2 - Design and Technology: Cooking and Nutrition

Knowledge	Skills	Vocabulary	Resources
<p>To understand and apply the principles of a healthy and varied diet</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed.</p>	<p>Assemble or cook ingredients, controlling the temperature of the oven or hob if cooking.</p> <p>Measure accurately using different equipment.</p> <p>Create recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Understand the importance of correct storage and handling of ingredients.</p> <p><b>Manchester Tart</b></p>	<p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>	<p>Flour</p> <p>Butter</p> <p>Custard powder</p> <p>Sugar</p> <p>Raspberry jam</p> <p>Milk</p> <p>Desiccated coconut</p> <p>Shortcrust pastry</p> <p>Vanilla extract</p>

### By the end of year 5 pupils in Art and Design...

**Artists**

### Sculpture

- Can use coils and slips in their clay work to include intricate patterns
- Children can plan and make a sculpture

### Painting

- Children can do an initial drawing and create a painting from it.
- Can identify complimentary colours.
- Children can paint from observations, drawings, music.

### Textiles

- Can use fabric to make a 3D structure.
- Can explain what a Batik technique is.
- Can use the Batik technique

### Designers

#### Design, Make and Evaluate

- Will consider the views of others when evaluating their own work.
- Will ensure products have a high-quality finish, using art skills where appropriate.
- Can justify their decisions about materials and methods of construction.

#### Technical Knowledge

- Can use a glue gun safely.
- Can join materials using appropriate methods.

#### Cooking and Nutrition

- Can use a heat source safely, assembling and cooking ingredients and controlling the temperature of the oven or hob.
- Can create their own recipes including ingredients, methods, cooking times and temperatures.
- Understand the importance of correct storage.

Year 6 – Autumn 1 - Art: Drawing			
Knowledge	Skills	Vocabulary	Resources
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p>Choose a style of drawing suitable for the work (e.g., realistic, or impressionistic).</p> <p>Use lines to represent movement.</p> <p>Use shading successfully to create mood and feeling.</p> <p>Explain the reasons for choosing specific drawing techniques</p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Graded pencils Water soluble pencils Graphite sticks Charcoal Pastels Felt Tips Sketchbooks</p>
Year 6 – Autumn 1 - Design and Technology: Cooking and Nutrition			
Knowledge	Skills	Vocabulary	Resources
<p>To understand and apply the principles of a healthy and varied diet</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed.</p>	<p>Combine ingredients appropriately e.g., beating or rubbing.</p> <p>Measure ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>	<p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>	<p>Outdoor cooking resources</p> <p>Coal</p> <p>Fire lighter</p> <p>Utensils</p> <p>Flour</p> <p>Butter</p> <p>Sugar</p> <p>Cooking apples</p> <p>Blackberries</p> <p>Golden syrup</p> <p>Cinnamon</p> <p>Water</p>



	Outdoor cooking – apple crumble		
--	---------------------------------	--	--

Year 6 – Autumn 2 - Design and Technology: Design, Make, Evaluate, Improve			
Knowledge	Skills	Vocabulary	Resources
<p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities</p> <p>To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Undertake research to inform design process. This may include surveys and interviews.</p> <p>Use prototypes, cross-sectional diagrams, exploded diagrams and CAD software to represent designs.</p> <p>Consider the views of others when evaluating their own work.</p> <p>Ensure products have a high-quality finish, using art skills where appropriate.</p> <p>Justify their decisions about materials and methods of construction.</p> <p>Make suggestions on how their design/product could be improved.</p> <p><b>Anderson Shelters</b></p>	<p>function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype</p>	<p>Cardboard</p> <p>PVA glue</p> <p>Paint</p> <p>Scissors</p> <p>Modelling equipment</p>

--	--	--	--

Year 6 – Spring 1 - Art: Collage			
Knowledge	Skills	Vocabulary	Resources
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p>Use a range of media to create collages Use different techniques, colours, and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Magazines, newspapers, photographs, variety of fabrics papers, PVA glue</p>

Year 6 – Spring 2 - Art: Printing			
Knowledge	Skills	Vocabulary	Resources
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Use relief the method.</p> <p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g., pens, colour pens and paints</p>	<p>distortion, perspective, reflection, tones, tints, mood, carve, proportions, smooth, plain, pattern</p>	<p>Card rollers, fabric paint, printing inks/paints, pallet trays, college materials, string.</p>

<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>			
---	--	--	--

Year 6 – Summer 2 - Design and Technology: Technical Knowledge			
Knowledge	Skills	Vocabulary	Resources
<p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers, and linkages]</p> <p>To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers, and motors]</p> <p>To apply their understanding of computing to program, monitor and control their products.</p>	<p>Create circuits that employ a number of components (such as LEDs (Light Emitting Diode), resistors and transistors).</p> <p>Cut wood accurately to 1mm. Build frameworks using a range of materials e.g., wood, card, and corrugated plastic.</p> <p>Use a cam to make an up and down mechanism.</p>	<p>reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit, parallel circuit</p>	<p>Cardboard</p> <p>Split pins</p> <p>String</p> <p>Pulleys</p> <p>Glue</p> <p>Cellotape</p> <p>Card</p> <p>Paper</p> <p>Paint</p> <p>Pencils</p>

By the end of year 6 pupils in Art and Design...
<p><b>Artists</b></p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Can create their own detailed drawing or one from observation.</li> <li>• Can colour blend with pencil.</li> <li>• Can talk about scale and proportion in their work.</li> </ul>

- Can use perspective using single focal point and horizon.

## Collage

- Can independently create a collage choosing from a range of different media.

## Printing

- Can create prints with three overlays.
- Can use the relief method.

## Designers

### Design, Make and Evaluate

- Can use research such as surveys and interviews to inform design process.
- Can use art skills where appropriate to ensure products have a high-quality finish.
- Can justify their decisions about materials and methods of construction.

### Technical Knowledge

- Can create circuits that employ a number of components.
- Can accurately cut wood to 1mm.
- Can use a cam to make an up and down mechanism.

### Cooking and Nutrition

- Use skills such as beating or rubbing to combine ingredients.
- Can measure ingredients accurately to the nearest gram or millilitre.
- Can create and refine recipes.